



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

501 N 36th Street, Phoenix, AZ 85008

Balsz Elementary District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Jeanne Sorci
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
Web Address : www.balsz.k12.az.us
Phone Number : (602) 629-6600
Fax Number : (602) 629-6604
E-mail : jsorci@balsz.k12.az.us

Mission

Crockett School works with our community to: provide a safe and nurturing environment, meet the educational needs of all students and staff, expand children's horizons and opportunities, value cultural diversity without judgment or bias and encourage life long learning. We strive to maintain a standard of academic excellence by fostering discipline, curiosity, responsibility, high expectations and resourcefulness. We achieve this vision through relationships built on trust and consistency.

School / Academic Goals

- ü To improve student achievement in math, reading and writing.
- ü To promote a safe and orderly environment through the development of student responsibility and social skills.
- ü To promote family involvement through the sharing of meaningful information about each child's progress and needs; adult education classes; and teaching parents about our curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 640
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 26

Instructional Programs

- ü Harcourt Trophies Reading Program
- ü Language!
- ü Step Up to Writing Program
- ü McGraw Hill Math K - 4
- ü Saxon Math 5 - 8
- ü Harcourt Science Program
- ü Compass Learning Lab
- ü Accelerated Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

Crockett Elementary School works to provide:

a safe and orderly campus, quality instruction, continuous improvement based on data analysis, consistent (minimum 8 times a year) communication with parents in Spanish and/or English and implementation of the State Standards.

The school newsletter is published every other week in Spanish and English.

Parents

Parents have agreed to: promote good attendance, establish a time and place for homework, support school rules, read with their children, keep in touch with teachers through regular visits, phone calls, written communications and parent meetings.

Transportation Policy

The Balsz District transports first through eighth grade students that live more than 1 mile from the school and Kindergarteners that live 1/2 mile or more from the school. We also transport Special Needs students requiring accommodations and students who cross a major street without a crossing guard.

Transportation is a privilege. Students are expected to maintain appropriate behaviors on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding Young Man of the Year District 8	2003
ü Outstanding Young Woman of the Year District 8	2003
ü Outstanding Young Man of the Year District 8	2006
ü Rodel Foundation SemiFinalist for Outstanding Teacher	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	385	80010	100	98	99	433	430	447	14	16	10	28	26	18	46	48	53	12	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	205	38935	100	99	99	428	427	447	19	16	9	29	30	19	42	45	55	10	8	17
Male	26	180	40974	100	98	98	440	433	448	8	16	11	27	22	18	50	51	52	15	11	19
African American	NC	59	4201	NC	100	99	NC	419	430	NC	24	17	NC	29	23	NC	41	51	NC	7	9
Hispanic	52	275	34545	100	98	99	436	430	432	12	15	14	27	26	24	48	49	53	13	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	17	3979	NC	94	96	NC	432	424	NC	24	17	NC	24	30	NC	41	47	NC	12	6
White	NC	29	35142	NC	94	99	NC	448	465	NC	7	5	NC	28	11	NC	48	56	NC	17	28
Students with Disabilities	NC	32	10161	NC	86	93	NC	400	419	NC	44	28	NC	28	28	NC	22	36	NC	6	8
Students without Disabilities	53	353	69849	100	100	100	433	432	451	13	14	7	26	26	17	47	50	56	13	10	19
Limited English Proficient Students	40	167	14013	100	97	97	425	409	413	13	25	24	35	38	34	48	35	39	5	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	56	378	39029	98	97	98	433	431	432	14	15	14	29	27	25	45	48	52	13	10	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	385	79438	100	98	98	426	429	451	12	19	9	42	31	24	46	46	56	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	204	38775	100	99	99	428	429	457	13	19	7	45	33	22	42	44	58	NA	4	13
Male	26	181	40560	100	98	97	423	428	446	12	20	12	38	29	25	50	48	54	NA	3	9
African American	NC	59	4178	NC	100	98	NC	418	439	NC	29	13	NC	31	29	NC	36	52	NC	5	6
Hispanic	52	275	34297	100	98	98	426	428	434	13	19	14	38	32	31	48	46	50	NA	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	17	3940	NC	94	95	NC	428	429	NC	18	14	NC	29	36	NC	53	47	NC	NA	3
White	NC	29	34887	NC	94	98	NC	456	471	NC	7	4	NC	21	15	NC	59	63	NC	14	18
Students with Disabilities	NC	31	9588	NC	84	88	NC	397	416	NC	45	30	NC	35	32	NC	16	34	NC	3	5
Students without Disabilities	53	354	69850	100	100	100	426	431	456	11	17	7	42	31	23	47	49	59	NA	4	12
Limited English Proficient Students	40	167	13856	100	97	96	418	401	407	15	35	27	48	41	43	38	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	56	378	38685	98	97	97	425	429	435	13	19	14	43	31	32	45	46	50	NA	4	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	387	79971	98	99	99	416	405	423	2	12	8	55	42	41	43	45	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	205	38974	97	99	99	427	413	437	NA	11	5	47	36	33	53	52	57	NA	1	4
Male	26	182	40895	100	99	98	403	396	410	4	14	10	65	48	47	31	38	41	NA	1	2
African American	NC	59	4203	NC	100	99	NC	392	411	NC	24	11	NC	27	45	NC	46	43	NC	3	2
Hispanic	51	277	34481	98	99	99	417	405	410	2	10	10	55	45	46	43	44	43	NA	0	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	17	3995	NC	94	96	NC	418	409	NC	12	10	NC	47	47	NC	41	42	NC	NA	1
White	NC	29	35150	NC	94	99	NC	426	437	NC	7	5	NC	38	35	NC	52	56	NC	3	5
Students with Disabilities	NC	33	10258	NC	89	94	NC	352	377	NC	33	23	NC	42	51	NC	21	25	NC	3	1
Students without Disabilities	52	354	69713	100	100	100	416	410	429	2	10	5	56	42	39	42	47	52	NA	1	3
Limited English Proficient Students	40	170	13985	100	99	97	411	376	382	3	19	18	60	51	54	38	30	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	55	380	38994	96	97	98	417	407	409	2	12	10	55	41	47	44	46	41	NA	1	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	393	80147	100	100	99	465	470	482	16	16	11	23	17	17	49	49	49	11	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	203	39281	100	100	99	469	473	483	15	13	9	24	19	17	44	48	50	18	20	24
Male	39	189	40780	100	98	98	462	467	482	18	20	12	23	15	17	54	50	48	5	15	24
African American	NC	44	4249	NC	98	99	NC	436	464	NC	43	17	NC	14	22	NC	30	48	NC	14	13
Hispanic	61	286	33494	100	100	99	466	470	466	13	14	15	28	17	23	49	55	49	10	14	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	24	4117	NC	100	96	NC	486	456	NC	13	19	NC	21	27	NC	29	46	NC	38	8
White	NC	31	36122	NC	94	99	NC	497	501	NC	6	5	NC	16	10	NC	42	50	NC	35	35
Students with Disabilities	NC	38	10295	NC	97	92	NC	438	443	NC	26	33	NC	42	26	NC	26	33	NC	5	8
Students without Disabilities	66	355	69852	100	100	100	466	473	488	15	15	7	21	14	16	52	52	51	12	19	26
Limited English Proficient Students	45	148	12722	100	100	97	449	434	441	20	33	27	36	30	33	38	34	37	7	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	72	388	38371	100	99	97	465	470	465	15	16	15	24	17	23	50	49	49	11	18	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	388	79686	100	99	98	446	454	470	12	14	11	38	32	24	48	49	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	201	39163	100	100	99	451	460	475	9	10	9	38	34	22	50	50	60	3	6	10
Male	39	186	40438	100	97	97	442	448	465	15	18	13	38	31	25	46	48	54	NA	2	7
African American	NC	44	4228	NC	98	98	NC	431	458	NC	39	15	NC	18	28	NC	41	53	NC	2	4
Hispanic	61	281	33299	100	99	98	447	453	452	10	12	17	43	37	32	46	49	47	2	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	24	4087	NC	100	96	NC	468	446	NC	4	16	NC	33	38	NC	54	44	NC	8	2
White	NC	31	35914	NC	94	98	NC	482	489	NC	6	5	NC	10	15	NC	68	67	NC	16	14
Students with Disabilities	NC	34	9808	NC	87	87	NC	433	432	NC	21	35	NC	44	32	NC	35	30	NC	NA	3
Students without Disabilities	66	354	69878	100	100	100	447	456	475	9	13	8	39	31	23	50	51	61	2	5	9
Limited English Proficient Students	45	144	12594	100	98	96	432	419	422	16	29	34	47	51	45	38	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	72	383	38095	100	97	97	446	454	452	11	13	17	39	33	32	49	50	48	1	4	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	392	80372	100	100	99	454	460	475	7	6	4	42	37	30	51	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	202	39452	100	100	99	461	474	488	6	3	3	29	27	22	65	69	72	NA	0	3
Male	39	189	40836	100	98	98	448	444	464	8	9	6	54	48	37	38	43	56	NA	1	1
African American	NC	44	4264	NC	98	99	NC	418	465	NC	23	5	NC	34	35	NC	43	59	NC	NA	1
Hispanic	61	286	33608	100	100	99	459	463	462	3	5	6	46	37	36	51	58	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	24	4128	NC	100	97	NC	465	464	NC	NA	4	NC	46	39	NC	54	56	NC	NA	1
White	NC	30	36213	NC	91	99	NC	480	489	NC	NA	2	NC	37	22	NC	60	72	NC	3	3
Students with Disabilities	NC	36	10526	NC	92	94	NC	424	427	NC	17	15	NC	53	53	NC	31	31	NC	NA	1
Students without Disabilities	66	356	69846	100	100	100	455	463	482	5	5	3	44	35	26	52	59	69	NA	1	2
Limited English Proficient Students	45	147	12747	100	100	97	445	430	432	4	12	12	51	54	52	44	34	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	72	387	38521	100	98	98	454	460	461	6	5	6	43	37	38	51	57	55	NA	1	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	364	79306	95	100	99	494	485	504	8	23	13	29	24	20	53	45	49	10	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	174	38845	96	98	99	488	485	505	8	21	11	28	26	20	56	45	50	8	7	18
Male	37	189	40383	95	100	98	498	485	504	8	24	14	30	21	19	51	45	47	11	10	19
African American	NC	41	4171	NC	100	98	NC	468	485	NC	39	20	NC	17	26	NC	39	44	NC	5	10
Hispanic	52	258	32673	95	99	99	494	484	487	10	22	18	29	26	25	50	43	46	12	8	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	489	479	NC	13	22	NC	17	29	NC	70	43	NC	NA	7
White	NC	36	36234	NC	100	99	NC	505	523	NC	11	6	NC	19	13	NC	50	52	NC	19	28
Students with Disabilities	NC	53	10286	NC	95	91	NC	462	462	NC	38	41	NC	28	27	NC	30	27	NC	4	5
Students without Disabilities	53	311	69020	100	100	100	496	488	510	8	20	9	26	23	18	55	48	52	11	9	21
Limited English Proficient Students	25	108	10291	83	95	96	477	454	458	12	44	38	44	32	34	44	21	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	60	356	37437	92	98	97	494	485	486	8	23	19	28	23	26	53	46	46	10	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	360	79000	95	99	98	471	468	489	5	19	10	44	33	24	50	45	58	2	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	173	38774	96	97	99	478	473	494	4	17	7	28	30	22	68	49	61	NA	4	10
Male	37	186	40150	95	99	98	466	463	485	5	20	12	54	35	25	38	41	55	3	3	8
African American	NC	41	4153	NC	100	98	NC	458	476	NC	32	13	NC	27	30	NC	39	53	NC	2	4
Hispanic	52	255	32508	95	98	98	469	465	472	6	18	15	46	35	33	46	45	49	2	2	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	471	467	NC	9	14	NC	39	37	NC	52	46	NC	NA	2
White	NC	35	36135	NC	100	98	NC	498	508	NC	9	4	NC	26	14	NC	49	67	NC	17	15
Students with Disabilities	NC	49	9991	NC	88	88	NC	443	449	NC	27	33	NC	57	36	NC	14	29	NC	2	2
Students without Disabilities	53	311	69009	100	100	100	474	471	495	4	17	6	40	29	22	55	50	62	2	4	10
Limited English Proficient Students	25	108	10199	83	95	95	453	435	439	8	42	35	68	42	47	24	17	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	60	352	37234	92	96	97	471	468	472	5	19	15	43	33	33	50	45	50	2	4	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	367	79611	100	100	99	502	483	496	NA	12	7	51	39	37	49	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	175	39016	96	98	99	520	496	511	NA	9	4	28	32	29	72	59	66	NA	NA	1
Male	40	191	40519	100	100	98	492	471	482	NA	15	10	65	45	44	35	40	46	NA	NA	0
African American	NC	40	4188	NC	98	98	NC	448	486	NC	33	9	NC	25	40	NC	43	50	NC	NA	0
Hispanic	55	262	32855	100	100	99	498	485	481	NA	9	10	53	43	43	47	48	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	494	478	NC	9	10	NC	35	46	NC	57	44	NC	NA	0
White	NC	36	36380	NC	100	99	NC	498	511	NC	8	4	NC	33	30	NC	58	65	NC	NA	1
Students with Disabilities	12	56	10664	100	100	94	463	441	440	NA	23	23	75	54	54	25	23	22	NA	NA	1
Students without Disabilities	53	311	68947	100	100	100	510	490	504	NA	10	4	45	36	34	55	54	61	NA	NA	1
Limited English Proficient Students	28	111	10362	93	97	97	481	441	438	NA	25	22	75	54	57	25	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	63	359	37626	97	98	98	502	484	479	NA	12	10	51	38	45	49	50	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	391	79327	100	100	98	511	510	518	17	22	19	21	21	20	56	46	46	6	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	185	38961	100	100	98	513	511	520	17	18	16	17	25	20	63	43	48	3	14	16
Male	40	205	40295	98	98	97	509	509	516	18	24	21	25	18	19	50	49	44	8	9	16
African American	NC	51	4247	NC	100	98	NC	481	499	NC	45	27	NC	20	24	NC	27	41	NC	8	8
Hispanic	55	288	32327	100	99	98	516	512	499	16	20	27	20	22	25	56	48	41	7	11	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	517	489	NC	13	32	NC	13	27	NC	56	36	NC	19	4
White	NC	31	36373	NC	97	98	NC	524	538	NC	10	10	NC	23	14	NC	52	52	NC	16	25
Students with Disabilities	13	49	9321	100	94	87	516	470	467	15	51	54	23	18	22	54	24	21	8	6	3
Students without Disabilities	57	342	70006	100	100	100	510	514	524	18	18	14	21	21	19	56	49	49	5	12	18
Limited English Proficient Students	24	111	9431	100	98	95	490	467	466	29	46	53	25	32	27	46	22	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	67	379	37097	97	97	97	513	511	498	15	21	27	22	21	25	57	47	41	6	12	7
Non-Economically Disadvantaged	NC	12	42230	NC	NA	99	NC	453	535	NC	58	11	NC	17	15	NC	25	50	NC	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	394	79501	100	100	98	486	480	497	8	19	10	35	27	25	57	53	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	184	39062	100	100	99	500	484	502	3	15	8	30	27	23	67	57	64	NA	2	5
Male	42	209	40368	100	100	98	476	476	491	12	22	13	38	26	27	50	50	57	NA	2	3
African American	NC	51	4279	NC	100	99	NC	461	485	NC	39	14	NC	18	30	NC	43	54	NC	NA	2
Hispanic	57	290	32389	100	100	98	484	479	478	11	17	16	35	30	34	54	51	48	NA	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	494	473	NC	6	17	NC	25	40	NC	63	43	NC	6	1
White	NC	32	36446	NC	100	99	NC	506	516	NC	9	4	NC	16	15	NC	72	73	NC	3	7
Students with Disabilities	15	52	9411	100	100	88	455	446	453	20	46	36	33	25	36	47	27	26	NA	2	1
Students without Disabilities	57	342	70090	100	100	100	490	484	502	5	15	7	35	27	24	60	57	65	NA	2	5
Limited English Proficient Students	25	109	9401	100	96	94	452	439	443	24	44	40	44	40	46	32	16	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	69	381	37183	100	97	97	488	481	479	7	18	16	35	27	34	58	54	49	NA	2	1
Non-Economically Disadvantaged	NC	13	42318	NC	NA	99	NC	450	513	NC	38	5	NC	31	17	NC	31	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	397	80000	100	100	99	566	554	564	1	4	3	5	11	11	92	78	75	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	183	39288	100	100	99	585	565	579	3	5	2	NA	7	6	93	78	77	3	10	16
Male	44	213	40644	100	100	98	553	544	549	NA	4	4	9	15	15	91	78	74	NA	4	7
African American	NC	48	4307	NC	98	99	NC	521	551	NC	15	4	NC	17	13	NC	60	75	NC	8	7
Hispanic	59	297	32672	100	100	99	565	555	548	2	3	4	7	11	14	92	80	76	NA	5	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	575	549	NC	NA	3	NC	NA	14	NC	87	77	NC	13	5
White	NC	32	36602	NC	100	99	NC	583	579	NC	NA	2	NC	NA	7	NC	88	75	NC	13	16
Students with Disabilities	17	55	9919	100	100	93	548	526	505	6	4	9	12	27	35	82	65	54	NA	4	2
Students without Disabilities	57	342	70081	100	100	100	569	558	571	NA	4	2	4	8	7	95	80	79	2	7	12
Limited English Proficient Students	27	114	9571	100	100	96	546	497	502	4	13	10	11	25	29	85	61	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	71	386	37534	100	99	98	567	554	547	1	4	4	6	11	15	92	78	76	1	7	5
Non-Economically Disadvantaged	NC	11	42466	NC	NA	100	NC	544	578	NC	NA	2	NC	18	7	NC	82	75	NC	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	338	78546	96	99	97	516	531	543	20	23	15	30	17	18	50	51	52	NA	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	163	38645	94	98	98	519	531	545	16	21	13	32	19	18	52	52	54	NA	8	15
Male	32	174	39792	94	98	97	515	531	542	22	25	17	28	16	17	50	50	50	NA	10	15
African American	NC	38	4205	NC	100	97	NC	508	524	NC	37	22	NC	18	22	NC	39	49	NC	5	7
Hispanic	56	248	31177	93	98	97	520	529	524	18	21	22	30	19	23	52	53	48	NA	7	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	15	4689	NC	79	95	NC	518	515	NC	33	28	NC	13	25	NC	47	43	NC	7	4
White	NC	32	36450	NC	97	97	NC	575	563	NC	16	7	NC	3	12	NC	59	57	NC	22	23
Students with Disabilities	NC	35	8093	NC	73	82	NC	475	489	NC	71	50	NC	17	24	NC	9	23	NC	3	2
Students without Disabilities	59	303	70453	100	100	100	518	536	549	17	17	11	32	17	17	51	56	56	NA	10	16
Limited English Proficient Students	23	89	9323	88	99	94	486	485	491	48	57	47	26	18	28	26	25	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	61	328	34694	91	96	96	517	532	524	18	23	23	30	16	23	52	52	48	NA	9	7
Non-Economically Disadvantaged	NC	10	43852	NC	NA	99	NC	NA	559	NC	NA	10	NC	NA	13	NC	NA	56	NC	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	341	79045	99	99	98	491	496	512	9	15	10	41	33	25	50	50	58	NA	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	166	38860	100	100	98	494	498	519	9	11	7	39	33	22	52	52	62	NA	3	8
Male	33	175	40075	97	99	97	488	493	505	9	18	12	42	32	28	48	48	54	NA	2	6
African American	NC	38	4250	NC	100	98	NC	480	500	NC	26	12	NC	32	31	NC	39	54	NC	3	3
Hispanic	58	249	31314	97	99	98	491	493	493	9	13	16	40	35	34	52	50	48	NA	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	16	4719	NC	84	96	NC	484	489	NC	19	15	NC	38	39	NC	44	45	NC	NA	2
White	NC	33	36730	NC	100	98	NC	538	532	NC	12	4	NC	6	16	NC	73	68	NC	9	12
Students with Disabilities	NC	39	8552	NC	81	87	NC	451	463	NC	49	35	NC	36	40	NC	15	23	NC	NA	1
Students without Disabilities	58	302	70493	100	100	100	494	500	517	5	10	7	41	32	24	53	55	62	NA	3	8
Limited English Proficient Students	25	90	9355	96	100	95	461	455	456	20	36	37	68	51	48	12	13	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	64	331	34922	96	97	96	491	496	493	8	15	15	41	32	34	52	51	48	NA	3	3
Non-Economically Disadvantaged	NC	10	44123	NC	NA	99	NC	NA	527	NC	NA	6	NC	NA	18	NC	NA	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	343	79657	100	100	99	573	567	566	3	5	3	3	6	8	94	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	166	39120	97	100	99	579	576	580	3	5	2	3	4	4	94	90	92	NA	1	2
Male	34	176	40423	100	99	98	573	560	553	NA	5	5	3	9	12	97	87	83	NA	NA	1
African American	NC	39	4290	NC	100	99	NC	535	560	NC	15	4	NC	8	9	NC	77	86	NC	NA	1
Hispanic	59	250	31642	98	99	99	574	569	552	3	3	5	3	6	11	93	90	84	NA	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	16	4760	NC	84	97	NC	569	547	NC	6	5	NC	13	14	NC	81	81	NC	NA	0
White	NC	33	36929	NC	100	99	NC	587	579	NC	6	2	NC	6	5	NC	85	91	NC	3	2
Students with Disabilities	NC	41	9069	NC	85	92	NC	524	508	NC	17	11	NC	29	30	NC	54	58	NC	NA	1
Students without Disabilities	58	302	70588	100	100	100	577	572	573	NA	3	2	2	3	5	98	93	91	NA	1	1
Limited English Proficient Students	26	90	9521	100	100	96	548	517	507	4	12	13	NA	16	24	96	72	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	64	332	35341	96	97	97	576	568	551	NA	5	5	3	6	12	97	89	83	NA	1	0
Non-Economically Disadvantaged	NC	11	44316	NC	NA	100	NC	527	578	NC	18	2	NC	9	5	NC	73	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	297	78400	90	98	97	530	540	554	28	30	21	32	19	19	38	43	47	2	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	149	38686	91	97	98	532	543	554	28	28	20	28	18	20	44	46	49	NA	8	12
Male	28	147	39636	88	99	96	527	538	554	29	32	23	36	19	18	32	40	46	4	9	13
African American	NC	35	4193	NC	100	97	NC	515	533	NC	43	32	NC	20	23	NC	34	40	NC	3	5
Hispanic	49	210	30732	89	98	97	531	543	534	29	29	31	29	19	24	41	44	40	2	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	16	4536	NC	100	95	NC	537	528	NC	38	35	NC	19	25	NC	38	37	NC	6	4
White	NC	29	37038	NC	94	97	NC	550	575	NC	24	11	NC	10	14	NC	52	56	NC	14	19
Students with Disabilities	NC	28	7840	NC	80	81	NC	491	498	NC	61	60	NC	25	18	NC	14	20	NC	NA	2
Students without Disabilities	58	269	70560	98	100	99	530	545	560	29	27	17	31	18	19	38	46	50	2	9	14
Limited English Proficient Students	12	70	8956	71	91	95	488	486	502	75	74	56	17	17	25	8	9	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	60	290	33014	90	96	95	530	542	534	28	29	31	32	19	24	38	44	40	2	9	5
Non-Economically Disadvantaged	--	NC	45386	--	NC	99	--	NC	569	--	NC	15	--	NC	15	--	NC	52	--	NC	18

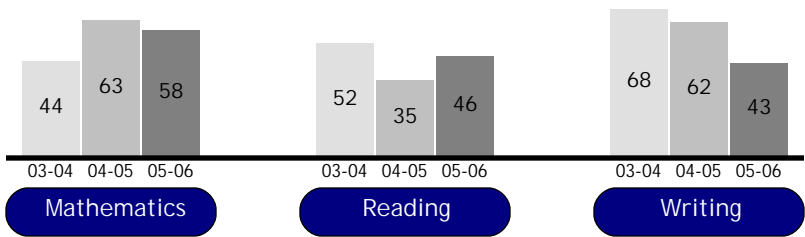
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	304	79179	99	100	98	496	500	519	11	18	11	44	33	27	45	47	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	151	38974	97	99	99	497	505	524	15	17	8	35	32	25	50	48	61	NA	3	5
Male	32	152	40124	100	100	97	494	495	513	6	20	13	53	34	28	41	46	54	NA	1	4
African American	NC	35	4243	NC	100	98	NC	491	506	NC	23	14	NC	31	32	NC	46	51	NC	NA	3
Hispanic	54	215	30987	98	100	98	494	499	498	13	19	17	41	33	36	46	46	45	NA	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	16	4573	NC	100	96	NC	492	494	NC	13	16	NC	38	41	NC	50	42	NC	NC	1
White	NC	31	37467	NC	100	98	NC	512	539	NC	16	5	NC	23	17	NC	55	70	NC	6	8
Students with Disabilities	NC	34	8567	NC	97	88	NC	456	467	NC	38	39	NC	53	38	NC	9	22	NC	NA	1
Students without Disabilities	59	270	70612	100	100	99	500	505	524	7	16	7	42	30	25	51	52	62	NA	2	5
Limited English Proficient Students	17	76	9013	100	99	95	459	449	461	35	58	40	59	34	48	6	8	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	66	297	33345	99	98	96	496	501	499	11	17	17	44	33	36	45	48	46	NA	2	1
Non-Economically Disadvantaged	--	NC	45834	--	NC	99	--	NC	533	--	NC	7	--	NC	19	--	NC	67	--	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	306	79734	99	100	99	556	540	554	2	8	3	24	19	19	74	72	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	153	39243	100	100	99	567	557	568	NA	5	2	20	14	12	80	82	85	NA	NA	1
Male	31	152	40413	97	100	98	544	526	541	3	12	4	29	25	26	68	63	70	NA	NA	0
African American	NC	36	4285	NC	100	99	NC	520	548	NC	19	3	NC	14	22	NC	67	74	NC	NA	0
Hispanic	55	216	31254	100	100	99	554	544	539	2	6	5	24	21	25	75	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	538	535	NC	7	4	NC	13	29	NC	80	67	NC	NA	0
White	NC	32	37668	NC	100	99	NC	535	569	NC	16	1	NC	16	13	NC	69	85	NC	NA	1
Students with Disabilities	NC	36	8943	NC	100	92	NC	492	495	NC	11	11	NC	61	51	NC	28	38	NC	NA	1
Students without Disabilities	58	270	70791	98	100	100	565	546	561	NA	8	2	17	14	15	83	78	83	NA	NA	0
Limited English Proficient Students	17	76	9138	100	99	97	493	464	492	6	28	13	59	41	46	35	32	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	66	298	33718	99	99	97	556	543	538	2	8	5	24	19	26	74	73	69	NA	NA	0
Non-Economically Disadvantaged	--	NC	46016	--	NC	100	--	NC	567	--	NC	2	--	NC	14	--	NC	84	--	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

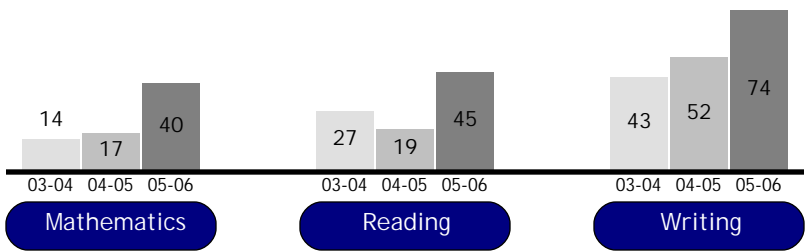
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	76	42	NA	58	100	31	33	47	95	22	27	46
	Language	87	28	32	50	100	37	38	47	95	25	30	48
	Mathematics	94	47	55	64	100	42	39	50	95	35	35	52
3	Reading	85	30	NA	55	95	26	33	44	95	25	28	46
	Language	97	35	51	61	95	31	36	44	95	27	32	46
	Mathematics	97	38	56	61	94	41	44	51	95	43	43	52
4	Reading	80	38	NA	56	100	29	36	48	97	39	43	52
	Language	92	39	47	52	100	31	38	49	97	39	43	52
	Mathematics	90	45	57	61	100	35	44	53	97	54	54	58
5	Reading	95	45	NA	55	92	39	39	50	92	39	39	56
	Language	96	49	45	49	92	39	38	50	97	37	37	54
	Mathematics	96	60	64	63	92	42	41	49	92	43	39	52
6	Reading	100	55	NA	56	97	39	43	51	94	44	43	56
	Language	100	54	40	48	97	38	40	47	97	46	41	50
	Mathematics	100	78	60	66	97	42	48	52	91	61	54	58
7	Reading	97	36	NA	54	100	33	39	50	96	32	43	54
	Language	100	34	47	58	100	44	45	52	97	44	48	58
	Mathematics	100	60	60	62	100	41	43	50	91	37	48	54
8	Reading	93	40	NA	55	100	22	38	51	96	39	44	58
	Language	99	37	43	52	100	28	40	50	97	50	48	56
	Mathematics	99	54	65	61	100	28	46	53	87	52	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü School and Community Safety Issues
- Ü Extracurricular Activities
- Ü School Improvement - Consolidated Plan
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.50
Other Professional Staff	4.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	7	4	0	0
7 to 9 years	5	0	0	0
10 or more years	7	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	73
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Gym
- Ü 3 Computer Labs
- Ü Live Broadcast Studio

Extracurricular Activities

- Ü Girls Interscholar Athletics - 4 sports
- Ü Student Council -/ NJHS
- Ü Boys Interscholar Athletics - 4 sports
- Ü Dance Team / Cheer
- Ü Phoenix Parks & Rec. Afterschool Program
- Ü After School Tutoring
- Ü Peer Mediators
- Ü Guitar Club / Chess Club/Knitting Club

Social Services

- Ü Onsite Medical Clinic - 1 day a week
- Ü Certified School Counselor
- Ü Full time Registered Nurse
- Ü Open Gym - Monday & Wed 6 - 8 pm
- Ü School Resource Officer
- Ü Dental Sealants for 2nd and 6th grades
- Ü Adult ESL Classes - 2 Nights a Week

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Each grade level analyzed student achievement data for the year, including quarterly assessments (NWEA) to determine student need, grouping for instruction on specific objectives, tutoring and curriculum mapping for the year.
- ü Crockett School has increased the effective use of technology in the classroom. Six teachers are now trained to train other staff in technology integration in the classroom.
- ü Students have demonstrated good gains in writing skills. Programs used are: Step Up to Writing, Four Square Method, Sitton Spelling and focus on the Six Traits of Writing.
- ü The implementation of the Saxon Math program in grades 7 and 8 has shown great promise in increasing student skills in Math. Students were also targeted for tutoring on specific state standards based on school assessments.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A full time SRO provides preventative interventions each day resulting in only 3 reported crimes on our campus. These were vandalism (2) and illegal substances (1) on campus. Crockett has a successful school wide behavior management program sponsored by ASU and ABI. Our counselor teaches classes on social skills, anger management and small group counseling. Our campus is closed; all visitors check-in at the school office.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jeanne Sorci	(602) 629-6600
Transportation Policy	BeeLine	(602) 629-6480
Community Resources	Kathy Putman - School Nurse	(602) 629-6611
School Nutrition Programs	Julie Stratton - Sodexo	(602) 629-6440
Parent Organization	TBA	(602) 629-6600
Student Health/Nurse	Kathy Putman	(602) 629-6611

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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